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SUMMER INSTITUTE GATHERS 150 MOROCCAN TEACHERS OF ENGLISH



*Abdelkrim Raddadi,
driving force behind the SIE*

The Moroccan Summer Institute of English (SIE) was held in Rabat, July 9-19, 2001. This annual teacher training event has been co-sponsored for 17 years by the Moroccan Ministry of National Education, the Public Affairs section of the U.S. Embassy, Rabat, and the U.S. Consulate, Casablanca, the British Council, and the RELO Tunis office. This year, the theme of the SIE was «Formative Assessment», in light of new educational reforms introduced in 2001. The presenters included

5 Moroccan supervisors, Professors Dan Douglas and Carol Chapelle, of Iowa State University, RELO Bridget F. Gersten, and Martin Hyde, of Canterbury Christ Church University College, England. Reports on the 2001 SIE can be found at:

<http://exchanges.state.gov/education/engteaching/cha0701.htm> &

<http://exchanges.state.gov/education/engteaching/dou0701.htm>

Editorial



The role of English in Morocco today has become very dynamic thanks to broad reforms and developments in the country. The standard of living in Morocco is higher nowadays, and people are more interested in traveling abroad. People are choosing new destinations other than Europe (France). Instead they are going to English speaking countries such as the United Kingdom, Canada, the United States, and Australia. This makes the role of English essential. The use of the Internet as a medium of communication either to research or to surf also gives English greater importance than before.

Additionally, the idea of sending students to study abroad, especially to North America and Canada, is appealing. It has convinced parents that their children should learn English from a very early age, to later take the TOEFL and study in an English speaking country, usually the United States.

*Amal Benkhaled, English teacher
Institute for Applied Hotel and Tourism Technology
Fez, Morocco*

Summer Institute in Applied Linguistics

A two-or four-week program on topics in applied linguistics, especially the learning and teaching of a second language

July 1-26, 2002 The Pennsylvania State University
State College, Pennsylvania

The Institute is designed primarily for anyone interested in applied linguistics, especially as it relates to the learning and teaching of a second language. The modules are likely to be of particular interest to graduate students, language teaching professionals, and in-service teachers.

Topics and Faculty

Michael Breen-University of Stirling, United Kingdom:

The Significance of Context in SLA

Christopher Candlin-City University of Hong Kong:

Workplace Communication and English for Specific Purposes

Andrew Cohen-University of Minnesota: **Research Seminar on Developing the Ability to Perform Speech Acts in L2**

Alister Cumming-Ontario Institute for Studies in Education of the University of Toronto, Canada: **Writing in Second Languages**

Kees de Bot-University of Nijmegen, The Netherlands:

Language Attrition

Rod Ellis-University of Auckland, New Zealand:

Form-Focused Instruction and SLA

Susan Gass-Michigan State University:

The Role of Input and Interaction in SLA

Joan Kelly Hall-University of Georgia:

Theory and Research on the Nature of Multicompetence

Karen Johnson-The Pennsylvania State University:

Teachers' Knowledge, Beliefs, and Cognition

Gabriele Kasper-University of Hawaii:

Pragmatics in Language Teaching

Celeste Kinginger-The Pennsylvania State University:

Autobiographies of Language Learners

Claire Kramsch-University of California, Berkeley, and Julie Belz, The Pennsylvania State University:

Language and Identity in Foreign Language Learning

Judith Kroll-The Pennsylvania State University, and Annette De Groot, University of Amsterdam, The Netherlands:

The Psycholinguistics of Bilingualism

Patsy Lightbown-Concordia University, Quebec, Canada:

SLA in the Classroom

Michael McCarthy-University of Nottingham, United Kingdom: **Exploring the Spoken Language: Implications for Applied Linguistics**

Tim McNamara-University of Melbourne, Australia: **Second-Language Testing**

Pieter Muysken-University of Nijmegen, The Netherlands, and Jacqueline Toribio, The Pennsylvania State University: **Code-Switching**

Bonny Norton-University of British Columbia, Canada:

Critical Pedagogies, Identity, and Language Learning

Alastair Pennycook-University of Technology, Sydney, Australia:

Critical Applied Linguistics

Manfred Pienemann-University of Paderborn, Germany:

Language Processing and Second-Language Acquisition

Ben Rampton-Kings College of the University of London, United Kingdom: **Language, Ethnicities, and Late Modernity**

Sandra Savignon-The Pennsylvania State University:

Communicative Language Teaching in Translation

Elana Shohamy-University of Tel Aviv, Israel: **Critical Approaches to L2 Testing**

Susan Strauss-The Pennsylvania State University:

Discourse-Based Grammar for Teachers of Second Languages

Merrill Swain-Ontario Institute for Studies in Education of the University of Toronto, Canada, and James P. Lantolf, The Pennsylvania State University:

Sociocultural Theory and Second Language Development

Steven Thorne-The Pennsylvania State University: **Technology, Mediation, and Second-Language Acquisition: Research and Praxis**

Leo van Lier-Monterey Institute for International Studies: **Ecological Approaches to L2 Learning and Teaching**

Richard Young-University of Wisconsin at Madison: **Interactional Competence**

For more information, please contact:

James P. Lantolf, Director

Center for Language Acquisition

The Pennsylvania State University, 304 Sparks Building, University Park PA 16802 - Phone: 814-863-7038 - E-mail: jpl7@psu.edu

FEATURE AND DOCUMENTARY FILMS

The American Center in Tunis is pleased to announce that its feature and documentary film collection is available from its Information Resource Center (IRC) for loan to educators for classroom use.

Who is eligible to borrow films?

Any educator in Tunisia can borrow a film for classroom use (you must be an IRC member; to join, call or visit the Center). Films may be borrowed by:

- Secondary school teachers
- University professors
- Non-governmental organizations (NGOs), such as associations, youth clubs and cultural institutions

How do I borrow a film?

Films may be borrowed for up to 7 days, with a one-time extension of 3 days. No more than two films at a time can be loaned. In the event of loss or damage, the borrower will be charged a replacement cost of 20 Tunisian Dinars.

The IRC would also like to remind patrons that we are always happy to arrange group video showings at the Center.

For further information please contact:

Khaled Ben Bouzid, IRC Director, at 71 788 123 (Khaled@pd.state.gov)

Philip Breeden, APAO, at 71 789 800 (breedenp@pd.state.gov) or visit <http://usembassy.state.gov/tunis/www/whirc.html>

TAKE THE TEA SURVEY!



In April 2002, the theme of the *English Teaching Forum* will be «the world's favorite drink: tea». The April 2001 Forum included an invitation to participate in a «Tea Survey». Authors who are published in the April 2002 issue will receive an English Teaching Forum mug, designed especially for enjoying tea! As noted in the April 2001 Forum, your submission should be on any aspect of tea: «a description of your favorite tea; your favorite occasion to drink tea; an explanation of your local method of preparing tea; the importance or history of tea in your community or country, or an interesting or amusing anecdote about tea» (p. 56). Send your submissions to Washington, D.C. by email (ETForum@pd.state.gov), by fax (+1-202) 401-1250, or by mail: English Teaching Forum magazine, U.S. Department of State, SA 44, 301 Fourth Street SW, Room 312, Washington, DC 20547 USA. Please mark your entry clearly with **Attention: Tea Survey**. Good luck with your submission!

COMMENTS? SUGGESTIONS? CONTRIBUTIONS?

Please send your articles, announcements, questions, and letters to the RELO Tunis office. You may submit any manuscript electronically to gerstenbf@state.gov, or by mail or fax.

THE UME PROJECT, ELTECS AME, AND CALL IN MOROCCO

By Abdelmajid Bouziane

Royal Navy Training Center, Casablanca, Morocco



1- Last year, you attended the Teacher Education Institute sponsored by the University of the Middle East (UME). Tell us something about this project.

The UME project is primarily concerned with improving the quality of education in countries of the Middle East and North Africa (MENA). It is currently running summer institutes in four major fields: Teacher Education, Sustainable Development, Applied Sciences and Technology, and Health. Its creators have chosen three

values as their constant guide, namely academic excellence, diversity, and regional cooperation.

In the long run, the UME has very ambitious and promising plans for creating high quality, full service BA/BS university campuses. The core curriculum for all its specialties is geared toward «fostering openness, debate, creativity and critical thinking in an academic forum promoting exchanges of ideas and innovation» (see <http://www.ume.org/>).

2- Can you tell the readers about the objectives and components of the Institute? Who attended the training course?

Following the values cited above, the 2000 and 2001 Teacher Education Institutes (TEI) were hosted by Boston College (<http://www.bc.edu>). Faculty included professors from prestigious institutions such as Harvard University, MIT, Boston University, Boston College and the University of Massachusetts. The TEI featured four main types of activities:

2.1. *Lectures and Seminars*, covering topics such as «Curriculum», «Instruction», «(alternative) Assessment», «The Use of Technologies in Instruction», «Civic Education and Community Service», and «Communication in the Classroom: Enhancing Motivation among Students» (the TEI 2001 program URL is:

<http://www.ume.org/teischedule2.htm>).

2.2. *Discussion Sessions*, led by several guest speakers. The 2000 Institute included leading academics in the fields of education, the Middle East, Human Rights, and Conflict Resolution from Harvard University.

2.3. *Field Trips*, a fruitful experience, offered participants opportunities to observe how the American educational system works. There were visits to schools, universities, and various organizations engaged in civic education and community services in the Boston area.

2.4. *Project Workshops*, in which the participants—usually from different nationalities—took part in groups of four or five, to work on how to apply the instructed content of the TEI in their own contexts. Each

group shared its outcomes with the rest of the participants.

In 2000, 27 participants from MENA countries benefited from the above activities. Just after the Institute, all these participants, together with those of the TEI 1999 and the Sustainable Development Institute, attended a one-week seminar on conflict resolution in Rabat.

Needless to say, the course was not ‘all work and no play’. There were many interesting social activities (e.g. fireworks on July 4th), in addition to exploring the Boston area for shopping and sightseeing.

3- What intrigued you most about this course? What was most useful for you, professionally and personally?

Many things. First, the substantial academic input we received within five weeks. After one year, there are still things I have not yet had time to process. Second, the facilities we had on campus were far beyond what we had expected, e.g., easy access to libraries and computer labs, contact with faculty. Third, the constant contact with colleagues from other countries allowed me to learn that we share more similarities than differences. Fourth, and most important to me, the contact I had with teachers of subjects other than English. During these interactions, I realized that there were mutual benefits. For instance, I worked on the project of assessment with teachers of other subjects and discovered that we were heading for roughly the same solutions. However, it should be noted that the only missing component is the methodology of research. Applying the contents of the covered modules definitely requires (action) research.

4- UME continues to run these courses. Where can RELO Newsletter readers get more information about this program? What does the admissions process entail?

The calls for application are launched by December. The UME relies on its former participants to dispatch forms to potential candidates. Besides this, it makes the forms available at its website: <http://www.ume.org>. Eligible applicants for the program are teachers with the status of secondary school teacher. It is worth clarifying that this program is not exclusive to teachers of English, though they are the most frequently selected. In addition to being a teacher, the candidate must be proficient in English. Each candidate has to submit a CV, an essay on a topic assigned by the UME, and a statement of reasons for applying to the program. Then the finalists are interviewed to check their fluency in English and the degree of openness in their teaching practices. The selected candidates are all awarded full-expense scholarships.

5- UME maintains a website on its *Teacher Education Institutes*. Tell us a little bit about the website.

The UME website provides ample information about its mission, structure, and projects. However, colleagues can consult the Alumni website, which is meant to ensure post-course networking, at <http://www.umideast.8m.com/>.

6- Do you recommend this Institute for teachers in the Maghreb and Gulf?

Yes, strongly, for two main reasons. First, for the latest updates they will receive in terms of academic input. For instance, we were shown preliminary findings of in-progress projects. The second reason is related to the first. The Institute also gives participants opportunities to voice the possibilities (and constraints) of applying this input in their respective contexts.

7- You are actively involved in CALL and IT in Morocco. Tell us a little bit about your activities, especially the state of CALL and Computer Mediated Communication in Morocco today. What directions do you see CMC moving in the future?

I had training in Casablanca, Barcelona, Boston, Amsterdam, and Prague. Whenever I go on a seminar abroad, I realize that the digital divide is becoming wider and wider.

As for the state-of-the art of IT in Morocco, I have to admit that the ELT community lags far behind the trend itself. It is true that the Ministry of Education has connected most high schools to the Web but it needs to invest more not only in hardware by providing schools with enough computers, but also in other issues such as creating portals and running adequate training. The latter seems to be overlooked due perhaps to other high priorities. Anyway, the type of training provided by the Ministry thus far consists of PRESETT for the benefit of would-be teachers (30 teachers of English a year!!). INSETT, on the other hand, consists of providing a one-size-to-fit-all type of training to teachers of different subjects in issues related to IT, including MS Office basics. This is all I know unless the Ministry is working on a strategy of which I am not aware.

Other training agents are organizations. MATE (the Moroccan Association of Teachers of English) provides training which includes mainly lectures or workshops, but I believe that ICT training requires intensive courses particularly for those with less experience. MATE has begun running courses on basic IT skills for EFL teachers at the regional level (ref. MATE President's talk at Sidi Slimane, May 2001). Perhaps the most interesting ICT training in Morocco thus far is the Hornby Trust course on IT for ELT run by the British Council jointly with MATE. Details about this course can be found on MATE's website: <http://www.cyber.net.ma/mate/mateweb/itcourse/home.htm>.

The lack of adequate training has resulted in our EFL teachers often only exploring—sometimes arbitrarily—the Web, in an attempt to find relevant ELT mate-

rials. Unless there is intensive training, there will be very little chance that Moroccan teachers become producers of the Internet-based ELT materials that will meet their students' specific needs. But there is hope: people are working hard on this issue in different regions of the country. The MATE IT/CALL SIG is evolving and has many promising projects.

8- You are the editor of the *ELTeCS-AME-L (the English Language Teaching Contacts Scheme for Africa and the Middle East mailing list)*. Please tell our readers something about ELTeCS and the benefits of belonging.

ELTeCS AME is more than a mailing list. In fact, it is a contacts scheme and the mailing list is only one means of contact. The inaugural seminar took place in March 2000 in Rabat. Participants from 9 MENA countries worked out burning issues in ELT in their respective countries. It was amazing that all the participants came up with four similar top priorities: curriculum design, lack of ELT resources, teacher quality and training, and assessment (see the report at: <http://www.britishcouncil.org/english/eltecs/infojul.pdf>).

Colleagues should also know that *ELTeCS* funds projects in different places of the globe and that it publishes a bi-annual magazine, entitled *ELTeCS Info*, which can be downloaded at <http://www.britishcouncil.org/english/eltecs>. Readers can access the archives at <http://mis.britishcouncil.org/archives/eltecs-ame-l.html>.

9- Please add anything else about your experience that you think may be of interest to readers of the *RELO Newsletter*.

I would like to invite my colleagues to consult the MATE website at <http://www.cyber.net.ma/mate>; their comments are the most welcome. I find the *RELO Newsletter* a very interesting initiative: please sustain it. I wish you and colleagues all the best.

Thank you very much, Abdelmajid, for sharing your experiences with our readers.

Abdelmajid Bouziane is a teacher of English at the Royal Navy Training Center, Casablanca, Morocco and a doctoral student in TEFL. His areas of interest are literacy and discourse analysis, (quantitative) research, ICT in language teaching, and web site design. Has published widely in Morocco and elsewhere on different TEFL issues. Has participated in many ELT activities both as a participant and as a tutor nationally and internationally. He is currently the MATE's web master and the ELTeCS-AME-L editor. Readers may contact Mr. Bouziane at : bouamin@cyber.net.ma

[Editor's note: the UME Project was funded in 2000 and 2001 by the U.S. Department of State's Bureau of Citizen Exchanges. Readers can find out about other U.S. government supported institutional linkages, cultural exchange programs, research and teaching fellowships, the Fulbright program, and more by following the links under «Educational and Cultural Affairs» at www.state.gov]

ELT IN THE SULTANATE OF OMAN

By Mr. Rashid Ali Al-Balushi, The Language Center,
Sultan Qaboos University, Oman



the language of education, technical and vocational training, the workforce, and technology. If these sectors are to be adequately supported, the teaching of English has to be managed effectively and appropriately. This paper will examine the present role and status of ELT in Oman.

Background. The English language was first introduced in Oman to satisfy various economic needs. English was the means of communication of the first expatriates, whether British or Indians, who arrived at the onset of oil exploration. At that time, it was crucial for any expatriate—or even an Omani—to learn and use English, at least to be involved in the development and growth of the national economy. Moreover, because the economy had to expand and develop, new educational and training programs were needed. Programs of this type were always available in English, bringing an academic dimension to the existence of English in Oman.

Due to the diverse and rich Omani linguistic environment, English came to play another role: that of *lingua franca*. English is typically the language used when two minority language speakers want to communicate. Therefore, English came to be perceived by many Omani officials and authorities as the second language through which all economic, technological, vocational, educational, and communicative functions could be conducted. Moreover, to meet these educational, technical and vocational needs, it was critical to teach English to those who pursued studies. In sum, English, the language of world accessibility, was brought into the country as the language of education, training, and trade, and it has become a tool through which almost every Omani can earn a living.

Since the enlightened leadership wanted Oman to start from the point at which other nations had already arrived, the educational system of Oman began with the same practices in vogue in many other countries. Many schools and tertiary institutions were established and the private sector was encouraged to have its own schools. These institutions—at all levels of education—adopted English as either a school subject or a medium of instruction

ELT in Oman. With regard to ELT in Oman, English is taught at all levels of education. Until recently, students studied English for six years—from fourth

through 9th grade. A new system of education, *basic education*, now has students learning English from first grade. In both middle and high school, students study English for three years. As with secondary school education, students graduating from preparatory [middle] school can choose to enroll in various vocational training centers where English is taught as a subject. When students reach the tertiary level, they enroll either in universities or in colleges of education—where English is taught as a subject—or else in technical colleges, where English is the medium of instruction.

Students can also study at health institutes or military schools; there, English is a mandatory subject and the medium of instruction. Otherwise, students can join Islamic institutes and colleges where English is taught an hour a day.

Both the public and private sectors have academic institutions that educate and train the prospective Omani work force. The public sector has 993 schools in all parts of the Sultanate; additionally, there are 132 private schools where English is given more emphasis. There are 4 public vocational centers in Oman; by contrast, there are 160 private institutes where English is considered more important. The Sultanate also has 5 technical colleges and 9 private colleges. In both types of college, English is taken very seriously, especially since it is both the medium of instruction and a mandatory subject. Furthermore, there are 6 colleges of education that train students to become school teachers in different subjects other than English. In these institutions, English is also a requirement.

Sultan Qaboos University (SQU), at the apex of tertiary studies, is the sole government university in the Sultanate. However, new regulations have cleared the path for the establishment of some new private universities in which English is supposed to be the medium of instruction, as is the case at SQU.

Educational Reforms in the Sultanate

The government of Oman has embarked on an ambitious program of educational reform, with ELT identified as «pivotal to the successful achievement of the reform» (Ministry of Education, 1999). Through the new *basic education* system, Oman is trying to prepare people to face the challenges of the new global economy. The Omani authorities involved know that such a system will require a high degree of adaptability and a strong background in mathematics, science, technology, and language in order to deal with rapidly changing international business opportunities.

The new English language curriculum is designed to provide students with the skills, knowledge, and attitudes they need to operate effectively in our changing society. It should reflect changes in the social and educational systems, ones that will have a positive impact on language teaching in the next twenty years

in Oman. These changes are likely to affect educational philosophy, the Omanization of the teaching profession, teachers' command of English and their teaching competence, the role of English in Oman, parents' and children's expectations, knowledge of the outside world, and educational technology.

Despite what has been said here, many Omanis, for numerous social and commercial reasons, do not recognize the importance of English. One reason is that Omanis can get employed in Arabic language contexts like the closed class ministries and other agencies. Also, many others are self-employed, whether in the fishing, farming, or cattle breeding industries, or in other trade activities. Others do not care about learning English or instilling a love for it in their children simply because they do not know how vital it is in the job market or because they cannot imagine that English will ever be the language everyone in the world will have to use in order to lead a good life.

ELT Teacher Training

In Oman, English language teachers receive both pre-service and in-service training. They spend the first year at the university in an intensive English language program at the end of which they must reach *Band 4*, though this system has undergone some changes. After this, they are required to take 27 English courses covering the four language skills, two language components, literature studies, and courses in linguistics and translation. They also take 13 education courses, including instructional objectives, foundations of education, the educational system in Oman and the Gulf, teaching methods, instructional media, curriculum, psychology, and teaching practica. In accordance with course goals, prospective teachers spend one day a week at the school during their 7th semester and two days a week during the 8th semester. They gain teaching experience in both middle and secondary classrooms. Moreover, they are observed two or three times by their supervisors and routinely by their colleagues. The in-service training is conducted in the form of workshops and lectures organized by the Ministry of Education and led by resident and/or visiting experts.

The following table shows the number of the Omani English teachers versus expatriate teachers in 1990, 1995, and 2000:

Academic Year	Omanis	Expatriates
1990-1991	485	1161
1995-1996	1247	1451
2000-2001	1575	1927

This illustrates the rapid increase in the number of English teachers—whether Omanis or expatriates—due to simultaneous growth in the number of schools opened in the recent years.

Standards in Oman

In spite of carefully planned English language curricula in educational and training programs in effect at Omani academic institutions, there is little clue as to how much English a graduate knows. Degrees awarded by these institutions tell too little about the linguistic competence of their graduates. This is because the number of years one spends in studying through English or the number of English courses one takes in whatever institution cannot be an indication of their

actual language abilities. Moreover, no matter what language skills one can demonstrate, there is no way to relate their performance to somebody else's.

The central cause of this problem is the absence of a nationally acknowledged set of standards that is used by all the academic institutions and employers in Oman. To clarify, each training institution applies its own system of language levels which is not necessarily useful to another training institution or employer. This is not to say that there are no tests or measures of proficiency for English, but rather to stress the need for an evaluation instrument that is meaningful to all institutions and employers. Students are awarded institution-specific certificates with language levels that are rarely matchable to international systems. However, applicants are employed after achieving a good proficiency level in English as a result of attending many English courses in many institutes and passing some interviews or tests prepared by the employing agencies. In many cases, these certificates are appreciated by a certain employer because the institutions awarding them are «good» to this employer.

In Oman, there is thus a need to standardize English language proficiency levels. The situation is a critical one, because many issues related to national economy planning depend on it. To illustrate, competition for available vacancies by the job applicants will not be clear unless there is a standardized scale against which the levels of proficiency of the different applicants can be measured. In addition, the practice of privatizing the various agencies and utilities of the country has opened the door for more and more applicants to join the labor force and, as this happens, employers need to assess their language skills and define them according to standards.

Furthermore, Omanization and income resources diversification have resulted in human resources development plans that aim to educate and train secondary school graduates to prepare them for the labor market. As new income resources are being discovered and explored, new education and training programs have to be in operation, being led and taught by expatriate instructors who will use English in most cases—since the prospective work environment requires English. This is because the different projects are planned for and carried out by English language speakers, and so it is essential that the prospective work force be equipped with English. It becomes even more necessary to learn English well, so that the future Omani workplace will fit well in the places left by the expatriates.

For these reasons, the need to assess and define a job applicant's English language proficiency is emerging. The educational and professional environments in Oman are in dire need for English language standards that will define any graduate's or applicant's proficiency level. These standards will provide a precise description of the language abilities and skills that a person at each level should have. These standards can be a very serious step in solving many problems related to the development of the national economy. An approved set of standards will make it easier to place the right person in the right position. Standards will provide immediate solutions to problems caused by the competition, privatization, and Omanization of jobs—as well as human resources development plans. To conclude, standards are can abolish the element of subjectivity that often decides who should assume a specific position.

ONLINE MATERIALS IN ENGLISH AS A FOREIGN LANGUAGE

Interested in online materials about English as a Foreign Language? Take a look at this page, available at <http://exchanges.state.gov/education/engteaching/onlineeca.htm>. For other useful materials, including the English Teaching Forum ONLINE, follow the links on www.state.gov <<http://www.state.gov>>, "Educational and Cultural Affairs" and then "Office of English Language Programs".

The Office of English Language Programs produces a wide variety of print materials, which are available to teachers and students outside the United States. Over 80 books and materials developed by the office are included in our English as a Foreign Language Publication Catalog. The English Teaching Forum magazine has been in print since 1962 and has a worldwide readership of over 200,000.

The Office of English Language Programs is pleased to provide interested readers overseas with a growing collection of online materials, which are listed below.

JOURNALS AND MAGAZINES

The English Teaching Forum Online

Full text of all the Forum articles since 1994 are available online.

Language and Civil Society: The Forum's Electronic Journal

The four volumes of this electronic journal focus on Civic Education, Peace Education, Environmental Education, and Business Ethics. Each volume contains an introduction and ten chapters. Each chapter contains background information on a specific issue, classroom-ready activities related to the issue, and references to more resources for teachers to go to for more information or for design their own activities.

Electronic Journals from the State Department's International Information Programs

The State Department's International Information Programs office publishes five electronic journals (Economic Perspectives, U.S. Foreign Policy Agenda, U.S. Society & Values, Global Issues, and Issues of Democracy) on an irregular, rotating cycle, with a new journal appearing every three weeks.

BOOKS AND PAMPHLETS

From

Functional Approaches to Written Text: Classroom Applications

Waves of Abstraction: Organizing Exposition

by J.R. Martin

What can it mean when a student is told "tell readers what you are going to say; say it; and then tell them what you have said." This chapter looks at the linguistics aspects of organizing information, and presents a valuable perspective for the teacher of English composition.

From

Functional Approaches to Written Text: Classroom Applications

Rhetorical Models of Understanding

by Claire Kramsch

This chapter illustrates to the classroom teacher how meaning is a rhetorical as well as a cognitive task, and demonstrates to teachers what students bring to the task of writing.

From Celebrate!

Martin Luther King Holiday

Celebrate! is a high-intermediate/advanced level EFL reader on American holidays and the ways that they are commemorated. This version for the WWW has glossary links for students learn from, as well as links to outside websites on one of the most significant Americans in this century.

The Great Preposition Mystery by Lin Lougheed

From one of the Office's all time, best-selling titles, this is the first chapter of the student book that gives students readings and practice in meaningful context. Learn more about the printed version in our catalog.

Dictation Updated - for Teacher Trainers

This is from a 17-page handout that was originally written by English Language Officer Ruth Montalvan. It provides materials for teacher trainers conducting a workshop on teaching techniques in the use of dictation.

Celebrate! Holidays in the USA

Celebrate! is a high-intermediate/advanced level EFL reader on American holidays and the ways that they are commemorated. This html version of the book was developed and is maintained by the U.S. Embassy in Sweden.

Online Publications from the State Department's International Information Programs

This collection of online publications includes the popular Outline Series (American History, American Literature, American Economy, American Government, American Geography) Basic Readings in U.S. Democracy, and other titles on American studies, politics, and economics.

ARCHIVES FROM ONLINE COURSE DISCUSSIONS

EFLCOURSE

This course, entitled Toni Morrison's *Beloved*, A Slave Narrative, ran during February and March, 2000 in honor of Black History Month. 57 educators from around the world participated in the course and collaborated on this web page. Course Instructors: Marion Tangum and Deborah Zippe.

ESPBUSINESS

This course ran during May and June, 1998. Course Instructor: Moya Brennan.

CIVTEFL-L

This list was used for several courses on Civic Education. See Civic Education Lesson Plans for more information. Course Instructor: Andrew Lakritz.

TEFLTECH

This list was used for many courses on using technology in the EFL classroom. Course participants were educators from East and Central Europe. Course Instructors: Deborah Healey, Tom Robb, and Michael Krauss.

OTHER MATERIALS

Civic Education Lesson Plans

From an Office of English Language Programs Online Workshop for teacher trainers, this collection of materials gives teachers the chance to use English when discussing the realities of a Civil Society -- respecting rights, the cost of free speech, and perceptions of right and wrong.

CALENDAR OF EVENTS

November 2001

* 7-8. Military Language Institute (MLI) 2nd annual Teacher-to-Teacher Conference. Officer's Club, MLI, Abu Dhabi, the United Arab Emirates.

* 10-11. NetLearn Solutions. On-line conference, «ELT: Evolution of Learning and Teaching.» Proposal Deadline August 17, 2001. Contact Eric Baber, NetLearn Solutions.

E-mail eric@nll.co.uk. Web site <http://www.eltoc.com>

* 16-17. TESOL France. Conference, «Bridging the Gap=Theory and Practice in Second Language Acquisition.» Paris, France. Contact Marie-Pierre Beaulieu, 7 rue des Buchettes, 95100 Paris, France. Tel. +331-39826800.

E-mail marianni@wanadoo.fr

Web site <http://tesol-france.org>

* 16-28. American Council on the Teaching of Foreign Languages (ACTFL). Annual conference, Washington, DC. Contact ACTFL, 6 Executive Plaza, Yonkers, New York 10701-6801. Tel. 914-963-8830. Fax 914-963-1275.

E-mail actflhq@aol.com

Web site <http://www.actfl.org/>

* 16-18. ICEF GmbH. Expolingua Berlin 2001, «International Fair for Languages and Cultures.» Berlin, Germany. Contact ICEF GmbH, Niebuhr Str. 69A, 10692 Berlin, Germany. Tel. +49-30-327-61-40. Fax +49-30-324-98-33.

E-mail expolingua@icef.com

Web site <http://www.expolingua.com>

* 30-December 1. TESOL-ITALY. Conference, «Towards Understanding Pathways Across Countries and Cultures.» Rome, Italy. Contact Paolo Coppari, Via Garibaldi, 26, 01013 Cura (Viterbo), Italy. Tel. +39-761-482664. Fax +39-6-4674278.

E-mail c.paolo@thunder.it

January 2002

* 3-6. Linguistic Society of America. Conference, San Francisco, California. Contact Margaret Reynolds, LSA, 1325 18th Street, NW, Suite 211, Washington, DC 20036. Tel. 202-835-1714. Fax 202-835-1717.

E-mail lsa@lsadc.org

Web site <http://www.lsadc.org>

March 2002

* 20-22. TESOL Arabia. 8th Annual International Conference, «Critical Reflection and Practice.» Abu Dhabi, United Arab Emirates. Proposal Deadline November 14, 2002. Contact Zafar Syed.

E-mail z.syed@mli.ac.ae

Web site <http://tesolarabia.org>

* 27-28. 2nd Annual Conference, Sultan Qaboos University, «Curriculum, Testing & New Technologies: the Way Ahead.»

Web site www.squ.edu.om/lan/conf2002

April 2002

* 6-9. American Association of Applied Linguistics (AAAL). Annual conference, Salt Lake City, Utah (Re - interpreting Applied Linguistics). Contact AAAL, PO Box 21686, Eagan, Minnesota 55121-0686. Tel. 612-953-0805. Fax 612-431-8404.

E-mail aaaloffice@aaal.org

Web site <http://www.aaal.org>

* 9-13. Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual conference (including pre- and postconvention institutes, and publisher and software exhibition), Salt Lake City, Utah. Contact TESOL, 700 South Washington St., Ste. 200, Alexandria, Virginia 22314. Tel. 703-836-0774. Fax 703-836-7864.

E-mail conventions@tesol.org

Web site <http://www.tesol.org>

* 25. Saudi Association of Teachers of English (SATE) Annual Conference, Thursday 25th April 2002 at SAIS-NCS (American School) Jeddah. Theme: "Global English: Current Trends in Teaching and Learning". Deadline for proposals is 31 January, 2002. Contact: Sayed A. Hamid or Syed H. Hashmi.

Email: sts108@hotmail.com

Email: syedhash@hotmail.com

Tel: 966-2-6311118 x 227 Tel: 966 2 6820030 x 4278

WANTED! WEB TREASURES!

Are you an Internet aficionado? Share your «finds» with readers of the RELO Tunis Newsletter. Submissions of up to 350 words are welcome. If your submission is selected for publication, you will receive a gemstone of a book on TEFL methods, activities, or CALL. Submissions should be short reports that detail the following:

* URL of the site & brief description of contents

* How you have used the site's contents successfully in the EFL classroom

* An evaluation of the site, from a teacher or teacher trainer perspective

* Suggestions for classroom use

We are looking for creative sites for professional development or classroom use. If you know of an interesting web site or web page developed by teachers in your country, please tell our readers about it. You may submit your article by email (gerstenbf@state.gov), by fax (in Tunisia: + (216-71) 789-313, or by mail (see page 8 for mailing address). Happy hunting.

CONTACT INFORMATION

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